

Year 4 E.S.L. Assessment (using ESL Scales*)

* refer to **ESL Scales levels** to give you the full range of pointers in the areas of Communication, Language and Cultural Understanding, Language Structures and Features and Strategies.

For Grade 4 children to be achieving **sound** Stage 2 outcomes in the English syllabus, they need to be achieving **Level 6** outcomes in Oral Interaction and **Level 5** outcomes in Reading/ Responding and Writing. (refer to K-6 English Syllabus document)

Assessment Pointers:

Oral (Level 6)

6.1 Communication

- Record and organise spoken information to set guidelines (use diagrams, graphs, tables).
- Contribute to group activities by clarifying task, requesting opinions, negotiating roles and suggesting procedures.
- Paraphrase content of short oral and written texts.
- Demonstrate awareness of using appropriate register for different situations and functions (use slang or colloquial language where appropriate/polite register when speaking to adults).
- Organise and present ideas in a short talk to an audience (on personal or shared experience).

6.2 Language and Cultural Understanding

- Show understanding that speakers need to provide background information for listeners in particular situations and add further information or rephrase to make meaning clearer.
- Discuss some common rules or expectations of conversation (how to interrupt).

6.3 Language Structures and Features

- Use some common modals to express shades of meaning (could, must, should, might).
- Use a set of terms specific to a topic, including technical terms.
- Make variable use of common abstract nouns across learning areas (state: *state* of matter, *State* or Territory, *state* of affairs).
- Use a range of discourse markers (however, unless, although).
- Use some relative clauses ('I saw the video that described the experiment').
- Use post modifiers ('the math test with all the graphs').
- Use a range of conventional phrases for specific purposes ('Would you mind if...').

6.4 Strategies

- Recall spoken text by means of notes.
- Assess their own information needs and purposes before listening or viewing.
- Check completeness and accuracy of information gained from spoken communication.
- Compensate effectively for avoiding difficult structures by rephrasing.
- Plan and organise talks using outlines or notes.
- Evaluate their own communication against given criteria.

Reading (Level 5)

5.5 Communication

- Discuss motivation and emotions of character from reading of a story.
- Recall and summarise the main ideas from fiction and non-fiction texts.
- Extract and manipulate key ideas from a text for problem-solving (e.g. mathematical problems).
- Find specific detail or information from a range of factual texts (answer 'how and why').
- Transfer information from texts into given formats (tables, diagrams, story maps).
- Draw conclusions, make choices and decisions on the basis of information gained from various sources.
- Identify suitable texts or sources of information on a topic.

5.6 Language and Cultural Understanding

- Identify the perspective of a story (through the story teller's voice, first person, third person).
- Identify some common social and literary stereotypes in texts.
- Identify key aspects of a narrative (theme, plot, final resolution).
- Compare text types in different learning areas (procedures, explanations).
- Identify important conventions of texts (chapters in a book, sections in a chapter, contents and index).
- Identify stylistic text conventions for special effects (use of parentheses, italicisation, bold type).
- Understand that shades of meaning are expressed through a choice of synonyms.

5.7 Language Structures and Features

- Identify common expository text patterns (description, comparison/contrast, cause/effect, problem/solution).
- Identify the main stages in the organisation of a specialised text (e.g. a science report).
- Identify common patterns of given and new information in sentences within a text (When the magma emerges on to the surface it is called lava. This lava...).
- Identify key words and phrases relating to the theme of a text (by highlighting).
- Identify common explicit cohesive markers signalling the organisation of the text across paragraphs (also, finally, to sum up).
- Identify words with general and specialised meaning (*elastic* in general and scientific contexts; *state* in scientific and political contexts; *table* and *solution* in maths, science etc.).

5.8 Strategies

- Re-read several times to confirm details of incompletely understood information.
- Restate a difficult sentence more simply to check meaning.
- Use knowledge of grammatical structures to decode complex sentences (in cloze activities).
- Ask for guidance and support from the teacher to accomplish specialised reading tasks.
- Formulate key questions to help identify information from a text.
- Check information from a text for completeness and accuracy.
- Incorporate new vocabulary from texts into personal vocabulary (specialised terminology).
- Use a dictionary or thesaurus to check understanding of key words.

Writing (Level 5)

5.9 Communication

- Use own writing for personal reflection (personal journal writing).
- Write from the viewpoint of a designated character in a story.
- Write logically, incorporating relevant information (in giving an account of an incident).
- Write a report attempting to incorporate information from two or three different sources (by summarising, paraphrasing or copying).
- Maintain an appropriate balance between general ideas and supporting detail in texts.

5.10 Language and Cultural Features

- Identify important common differences between spoken and written texts (text organisation, choice of vocabulary and structure).
- Identify inappropriate use of register in own writing (use of slang in formal text).
- Use fitting detail in descriptions and stories.
- Use a variety of formats to support or illustrate written texts (diagrams, graphs, tables).
- Sustain an appropriate tone throughout a text.
- Use appropriate (specialised) content language for different subject areas.

5.11 Language Structures and Features

- Write texts alternating between narrative, dialogue and indirect speech.
- Use aspects of register suited to the text type (e.g. passive voice in a science report).
- Use a variety of connectives avoiding mechanical repetition (then, after that, later, when).
- Use a range of conjunctions to relate ideas across sentences or paragraphs in a text (although, yet, however).
- Use some cohesive phrases that link ideas expressed in preceding sentences and paragraphs (as a result, due to, for these reasons).
- Use topic sentences within as well as at the beginning of paragraphs to unify ideas within a paragraph.
- Manipulate given and new information within sentences to maintain coherence in texts.
- Make generalisations using timeless present tense or non-human participants ('rainforests provide...', 'timber is used...').
- Use a range of expressions that signal personal opinion ('In my view...', 'My opinion is that').
- Write sentences using relative clauses with some accuracy.
- Use simple past and continuous tenses with some consistency in narratives and reports.
- Express possibility, probability, obligation or doubt through use of modals such as may, might, could and should.
- Balance and vary noun and pronoun references in texts (in referring to multiple characters in stories).
- Use a range of adjectival expressions for descriptive purposes ('many attractive places', 'other dangerous people').
- Use some simple rhetorical devices in writing (rhetorical questions).

5.12 Strategies

- Plan extended writing (e.g. a research project).
- Select suitable materials from a range of sources.
- Redraft to improve suitability for intended audience (make significant changes to text in the light of responses).
- Check writing to ensure spelling and punctuation are correct.
- Take notes from books or while listening to assist in writing a text.
- Identify some unintended meanings in own writing.
- Monitor own writing to check for habitual errors.
- Proof-read for clarity and accuracy of meaning.